

**INTERAGENCY OVERSEAS EMPLOYEE POSITION DESCRIPTION**

This document is used for regulatory purposes relating to the appointment and payment of public funds. False or misleading statements may constitute violations of such regulations. Prepare according to instructions from the Supervisor's Field Guide for Supervisors of Locally Employed Staff, Chapter 2 (3 FAH-2 H-440).

|  |   |   |   |                     |                                     |
|--|---|---|---|---------------------|-------------------------------------|
| 1. Post<br>Kampala, Uganda   | 2. Agency<br>Department of State  | 3. OPS Job Code<br><a href="#">For HR Office to enter OPS Job Code</a>  |   |                     |                                     |
| 3b. Post Job Number<br><a href="#">Click here to enter Position's Number</a>   |   | 3c. Subject to Identical Position? If Yes, provide total position number and list all additional job number(s) in 3d.<br><input type="checkbox"/> Yes <input type="checkbox"/> No |   |                     |                                     |
| 3d. Total Number of Positions<br>Number of Identical Positions   |   | Identical Additional Post Job Numbers<br><a href="#">Click here to enter Identical Position Numbers</a>   |   |                     |                                     |
| 4. Post Position Title or Working Title (if different from official title)<br>Emerging Voices Exchanges/Education Outreach Coordinator   |   |   |   |                     |                                     |
| 5. Reason for Submission<br><input type="checkbox"/> New position<br><input type="checkbox"/> Implementation of SJD/FJD<br><input type="checkbox"/> Recertification of position description<br><input type="checkbox"/> Significant changes to existing position<br><input checked="" type="checkbox"/> Reorganization or reprogram of existing vacant position to position with different official title or occupational series - <i>provide OPS position Number and OPS Job Code for existing vacant position</i> <a href="#">Enter OPS Position Number and OPS Job Code</a> |   |   |   |                     |                                     |
| 6. Organizational Design   |   |   |   |                     |                                     |
| 6a. Office/Section Public Diplomacy  |   |   | 6b. First Subdivision   |                     |                                     |
| 6c. Second Subdivision <a href="#">Click here to enter Second Subdivision</a>  |   |   | 6d. Third Subdivision <a href="#">Click here to enter Third Subdivision</a> |                     |                                     |
| 7. Certifications/Signatures   |   |   |   |                     |                                     |
| 7a. Employee   | I acknowledge receipt of this description of my position duties and responsibilities.                                   | <input type="checkbox"/> By checking this box, I, <a href="#">Type Employee's Name</a> , certify that I am the individual submitting this document.                               |   |                     | Date<br><a href="#">Select Date</a> |
| 7b. Supervisor   | I certify that this is an accurate description of the duties and responsibilities of this position.                     | <input type="checkbox"/> By checking this box, I, <a href="#">Type Supervisor's Name</a> , certify that I am the individual submitting this document.                             |   |                     | Date<br><a href="#">Select Date</a> |
| 7c. Section Chief/ Agency Head   | I certify that this is an accurate description of this position and there is a valid management need for this position. | <input type="checkbox"/> By checking this box, I <a href="#">Enter Section Chief's Name</a> , certify that I am the individual submitting this document.                          |   |                     | Date<br><a href="#">Select Date</a> |
| 7d. HR Officer/ Mgmt. Officer  | I certify that this is an accurate description of this position.  | <input type="checkbox"/> By checking this box, I, <a href="#">Type HRO's/MO's Name</a> , certify that I am the individual submitting this document.                               |   |                     | Date<br><a href="#">Select Date</a> |
| 8. Classification Action and Certification - I certify that this position has been classified within established standards.  |   |   |   |                     |                                     |
| 8a. Classification Center  | Official Title  | Job Series  | Grade   | Approver Name       | Date Approved                       |
| For RCC Use Only   | For RCC Use Only  | For RCC   | For RCC   | For RCC Use Only    | For RCC                             |
| 8b. GTM/OE   | Official Title  | Job Series  | Grade   | GTM/OE Name         | Date Approved                       |
| For GTM/OE Use Only  | Public Engagement Assistant   | For GTM/OE  | For GTM/OE  | For GTM/OE Use Only | For GTM/OE                          |
| 8c. Recertification Reason   |   |   | RCC/Approver Name   |                     | Initials/Date                       |
| PD Staffing Initiative   |   |   | For RCC to Enter Approver's Name  |                     | For RCC                             |
| <a href="#">For Post to provide a Recertification Reason</a>   |   |   | For RCC to Enter Approver's Name  |                     | For RCC                             |
| <a href="#">For Post to provide a Recertification Reason</a>   |   |   | For RCC to Enter Approver's Name  |                     | For RCC                             |

|                      |   |   |   |   |   |
|----------------------|---|---|---|---|---|
| 9. Post PD Review    | Initials/Date   | Initials/Date   | Initials/Date   | Initials/Date   | Initials/Date   |
| 9a. Employee         | <a href="#">Initials</a><br><a href="#">Select Date</a> | <a href="#">Initials</a><br><a href="#">Select Date</a> | <a href="#">Initials</a><br><a href="#">Select Date</a> | <a href="#">Initials</a><br><a href="#">Select Date</a> | <a href="#">Initials</a><br><a href="#">Select Date</a> |
| 9b. HR/Mgmt. Officer | <a href="#">Initials</a><br><a href="#">Select Date</a> | <a href="#">Initials</a><br><a href="#">Select Date</a> | <a href="#">Initials</a><br><a href="#">Select Date</a> | <a href="#">Initials</a><br><a href="#">Select Date</a> | <a href="#">Initials</a><br><a href="#">Select Date</a> |
| For GTM/OE Use Only  |   |   |   |   |   |

## 10. Job Overview

The Emerging Voices (EV) Exchanges/Education Outreach Coordinator coordinates the Mission's exchange programs for youth and communities that are not included in traditional U.S. diplomatic engagement, such as civil society groups and populations without traditional access to youth development activities. Coordinates Mission Public Diplomacy (PD) education engagement with EV audiences, reaching youth, minorities, and those who influence them through targeted Mission outreach to secondary schools; promotion of American Studies content and curricula in institutions of higher learning; and promotion of academic study in the United States through EducationUSA advising programs.

### 10a. Direct Supervision of Position:

Receives direct supervision from the Public Engagement Specialist or Public Affairs Officer (PAO) designee. Receives work guidance from the Regional Educational Advising Coordinator (REAC), who may be located in another country.

### 10b. Position Directly Supervises:

None.

### 10c. Indicate if the position has authority to obligate funds:

None.

### 10d. Provide security access determination level, if required:

Choose an option

## 11. Major Duties and Responsibilities

*(Include % of time spent for each duty, percentage totals must equal 100%)*

### I. Project Development and Implementation (60% of time)

General: Plans, implements, and coordinates exchange programs to engage youth and non-traditional audiences and to expand Mission access to priority EV communities. Manages Ugandan components of Department of State (DOS)-funded programs and develops Mission-designed virtual and in-person exchange activities. Is responsible for carrying out all aspects of Ugandan inbound and outbound exchange programs for EV audiences. For U.S. government (USG) programs implemented by Ugandan organizations, ensures that partners comply with USG requirements.

Engages high school and university students, teachers, and professors to expand Mission access to EV communities that are priorities for Mission interests. Plans and implements activities and projects to provide students and community leaders with access to accurate information about the United States, encourage and support increased study in the United States, and identify school and community leaders as prospective Mission contacts. Draws on the full range of programs funded by DOS PD bureaus; develops Mission-designed education activities, projects, and initiatives; and recommends opportunities for grants and public/private partnership agreements to expand the impact of USG investment. Recruits credible Ugandan voices and institutions to support Mission education outreach. Collaborates with the Strategic Content Coordination (SCC) team to produce and disseminate multimedia content to market and promote awareness of Mission EV exchange programs and Mission

education outreach activities. Assesses progress toward performance goals; evaluates and reports on project outcomes.

Outbound Exchanges: Identifies and recruits Ugandan participants for U.S. exchange programs and participates in applicant review and selection. Monitors the development of their U.S. programs; organizes pre-departure logistics, orientations, and briefings for participants, and, if they are minors, for their guardians; facilitates visa issuance; and debriefs participants on their return. Liaises between U.S. program sponsors and Ugandan guardians to resolve problems that may arise during U.S. exchanges.

Inbound Exchanges:

*U.S. Youth Exchanges (often minors)*: Identifies placement options for inbound participants. Particularly if participants are minors, develops policies to mitigate the risks of placement with Ugandan families/institutions. Organizes arrival orientations; maintains smooth communication among local implementers, participants, and the Mission; solves problems arising from Ugandan implementer deficiencies; develops and arranges enrichment opportunities for exchange participants; and organizes debriefs at the conclusion of projects.

*U.S. Subject Matter Experts*: Identifies and recommends strategic objectives for programs and the appropriate host institutions to meet those objectives; concludes agreements with host institutions for work plans, including cost sharing. Coordinates/provides logistical and administrative support for visiting experts; conducts arrival orientations.

American Studies: Develops broad contacts among professors and students to advocate for and create opportunities to enhance American Studies content and curricula. Plans and implements programs that expand student access to accurate information about U.S. history, literature, society, culture, values, and economic and political systems. Recruits specialists and subject matter experts to support and/or participate in American Studies programs and curriculum development; creates partnerships to organize American Studies conferences.

Study in the United States: Provides accurate and comprehensive information and advice to students, parents, teachers, guidance counselors, and local and national government officials regarding study abroad opportunities at U.S. higher education institutions (HEIs). Coordinates study abroad promotion with DOS PD bureaus and Ugandan implementers. Facilitates student recruitment by U.S. institutions and advises on the development of partnerships among Ugandan educational institutions and students at the secondary and tertiary levels. Organizes and supports virtual and in-person education fairs, seminars, workshops, and press availabilities to expand Ugandan awareness of U.S. education opportunities, including regulations and practices for college applications, visas, etc.

Outreach to Schools and Communities: Identifies schools that facilitate Mission access to communities of particular importance to Mission priorities. Develops initiatives to engage with these schools through information about the United States, including specialized educational opportunities (e.g., STEM education) and innovation and entrepreneurship initiatives. Recruits Mission officers and community members to participate in outreach activities.

## **II. Strategic Planning, Analysis, and Evaluation (15% of time)**

Designs and actively plans at least one year in advance virtual, academic-year, and short-duration exchange programs to engage EV audiences; coordinates planning with PD and Mission colleagues and works with Ugandan secondary and tertiary education students, teachers, and professors. Actively plans projects and initiatives at least one year in advance to correspond to the annual admissions cycles of schools and universities, as well as to solicit proposals from potential partner organizations and develop proposals to obtain funding; actively plans a mix of PD education outreach tools to reach EV communities from DOS PD bureau programs. Identifies the EV communities where exchanges and education outreach activities have the greatest impact on Mission goals, using demographic statistics, public opinion polling, and analyses of communication and language abilities. The scope of planning

includes DOS-sponsored exchange programs; separate, Mission-specific initiatives; and strategies to identify and create Ugandan partnerships for joint sponsorship and activities. Many of these programs require at least one year of lead time to conceive the project; identify partners; develop Notices of Funding Opportunities (NOFOs) to solicit proposals from potential partner organizations, as well as grant proposals to obtain funding; and select and prepare candidates before implementation begins.

Assesses previous activities to fine-tune projections for planned initiatives; assesses exchange program and education outreach outcomes against project objectives using appropriate assessment methods and prepares evaluation reports. Identifies the communities and audiences where education outreach has the greatest impact, through direct observation, relationship building, demographic statistics, public opinion polling, and analysis of communication and language preferences. Leverages U.S. private-sector recruitment of international students to expand PD outreach. Designs marketing strategies to promote EV exchanges and activities and to support education outreach. Reviews and makes recommendations on grant and cooperative agreement proposals for youth exchange programs and for education outreach submitted by Ugandan and U.S. entities. Contributes detailed education outreach elements to the annual Public Diplomacy Implementation Plan (PDIP); contributes to the Mission Integrated Country Strategy (ICS) and Public Diplomacy Country Context (PDCC) analysis.

### **III. Administrative Functions (15% of time)**

**Budgeting and Financial Resources:** Prepares and monitors the annual and individual project budgets for EV exchanges, initiatives, and education outreach programs. Contributes to the overall PD annual budget submission in consultation with the Public Engagement Specialist (or PAO designee) and Resource Coordination unit.

**Grants:** Serves as Grants Officer's Representative (GOR) with responsibilities as indicated in the Delegation of Authority letter. The incumbent is required to coordinate with recipient individuals and organizations and is responsible for monitoring grantee compliance with grant terms by reviewing grantee accounting and interim reports and requiring timely submission of final program and financial reports. Coordinates with PD and Mission colleagues on questions of funding, expenditures, and transfers. For DOS-initiated grants, acts as liaison between DOS-based GOR and local implementing institution(s).

**Fundraising:** Works with the PAO (or PAO designee) on PAO-led fundraising for countrywide EV exchange and education programs.

**General:** Maintains required office records and files and ensures that EV exchanges and education outreach activities and initiatives are recorded in PD Tools and contact databases. Drafts office correspondence in English, including cables, event proposals, and evaluation reports.

### **IV. Intra- and Interagency Coordination (10% of time)**

Develops strong working contacts with Mission offices and agencies whose goals and objectives align or overlap with EV exchanges. Coordinates exchange programs across the Mission to support and amplify the impact of overall EV engagement and consults on exchange programs conducted by other sections/agencies. Promotes awareness among Mission officers of study in the United States priorities, its economic benefits, and links to Mission goals. Develops opportunities for Mission officers and the community to engage with exchange participants on priority issues and to participate in school outreach initiatives. Collaborates with the SCC team to develop robust multimedia initiatives in support of education outreach and assessment methods; collaborates with the Established Opinion Leaders (EOL) Exchanges/English Language Coordinator.

***Note:** This position description in no way states or implies that these are the only duties to be performed by the incumbent. The incumbent will be required to perform other duties as assigned by the agency.*

## Minimum Qualification Requirements

### 12. Job Knowledge:

#### 12b. Pre-Hire (*Operational*):

Must have general knowledge of project management, including defining project objectives, outcomes, and assessment methods. A thorough understanding of the attitudes and preferences of the EV audience sector in Uganda, including the regional, ethnic, social, cultural, linguistic, and other factors and institutions that shape those attitudes, is required. Detailed knowledge of Ugandan secondary and tertiary academic institutions, education, exchanges, and youth programs is required. Detailed knowledge of Ugandan standards of instruction and curriculum relating to the United States, and general standards and practice for education systems and non-governmental organizations (NGOs) is required. Detailed knowledge of the U.S. higher education system, the college application process, standardized entrance exams, and financial aid is required, as is knowledge of the U.S. political system, American history, literature, culture, and geography. General knowledge of the latest trends within the academic field of American Studies is required. Familiarity with virtual applications and technologies, including Massive Open Online Courses (MOOCs) and digital tools used by students, teachers, and professors, is required.

Knowledge of typical customer service and marketing tools designed to engage specific audience segments in Uganda, particularly the EV sector, is required. Knowledge of the latest trends in audience engagement in related public service institutions, such as think tanks, museums, academic institutions, professional training institutes, etc., as relevant for the EV sector, is required. An understanding of the complex and changing nature of the information environment, including current trends in international and regional communications as they relate to the Ugandan communication landscape, is required; must be familiar with digital practices and procedures used by or influential with the Ugandan educational and broader EV sectors.

#### 12b. Post-Hire (*Organizational*):

Detailed knowledge of U.S. foreign policy and American interests as they apply to Uganda and especially to the EV sector is required. General knowledge of USG and DOS structures, as well as of PD bureaus within the DOS, is required. A detailed understanding of the full range of PD tactics and tools designed to engage EV audiences and general knowledge of cross-cultural communications and education theory and trends are required. A detailed understanding of USG exchange programs, regulations, and practices is required. A full understanding of PD-specific funding authorities and their planning and reporting tools is required.

### 13. Education

A university degree in International Relations, Political Science, Sociology, Education, Social Sciences, or local equivalent is required.

### 14. Licensing/Certifications/Training

**Post-Entry Training:** Training to gain familiarity with the full range of USG PD programs, activities, and electronic delivery systems. Approximately six weeks of Foreign Service Institute (FSI) courses required for full performance.

### 15. Work Experience

#### 15a. Non-Supervisory:

Three years of experience is required, with communications, public engagement management, or education duties as components of the work. Prior experience in an international, academic, or governmental work environment is required.

**15b. Supervisory:**

None.

**16. Language Proficiency - List English and other host country language(s) proficiency requirements by level (1-5) for speaking, reading, and writing.**

English: Level 4 (Fluent) Speaking/Reading/Writing English is required.

**17. Pre-Hire Skills and Abilities**

Analytic Skills: Must have strong analytic skills. Must be able to identify, analyze, predict, and continually assess EV audience attitudes and evaluate the impact of projects and modify approaches for best outcomes. Must be able to perceive the emergence of new influencers and adjust operations and programming accordingly.

Communication and Interpersonal Skills: Must have excellent customer relations, interpersonal, and cross-cultural communication skills and be able to identify and engage key figures critical to shaping local public opinion and local educational priorities and practices. Must have excellent written and oral communication skills, including for public speaking, interviewing for evaluation purposes, writing reports, and contributing material for publication in English. Must be able to tailor communications to fit formal and informal situations and different ethnic, religious, and linguistic cultures. Must be able to brief U.S. officers and visitors on a variety of issues for public programs.

Management Skills: Strong management skills are required, including the ability to develop and oversee project budgets and to organize, run, and present professional and exchange projects, such as workshops, seminars, digital and in-person conferences, panel discussions and lectures. Must be able to negotiate agreements with partner institutions and manage their fulfillment.

Technical Skills: Good keyboarding and data entry skills and excellent familiarity with electronic discovery tools, in particular the internet, and standard information retrieval practices and procedures are required. Thorough knowledge of various computer software programs, specifically Microsoft Word, Microsoft Excel, and graphic design and photo editing software, is required. Must be able to use social media and mobile platforms, MOOCs, photo and video sharing sites, podcast creation tools, and basic photo and video tools. Must have good numerical skills to be able to develop and manage projects and monitor grant budgets.

**18. Post-Hire Skills and Abilities**

Analytic Skills: Must be able to conceptualize how best to use PD tools to move Ugandan attitudes in positive ways. Must be able to advise senior leaders of opportunities to promote Mission objectives through exchanges to and from the United States. Must be able to advise senior leaders of opportunities to promote Mission education outreach objectives.

Technical Skills: Knowledge of PD-specific software, databases, and reporting tools is required. Must be able to develop descriptive statistical analyses of target audience segments and the impact of EV exchanges and education activities and initiatives.

## 19. Special Work Environment and Conditions

Availability: Must be available to travel throughout Uganda.

## 20. Post PD Review Notes (*FOR HR USE ONLY*)

For HR use Only - [Click here to annotate changes made to the PD during Post PD Review.](#)



## **INTERAGENCY OVERSEAS EMPLOYEE POSITION DESCRIPTION INSTRUCTIONS FOR COMPLETION**

1. Post - Please type the post name.
2. Agency – Please type the agency name.
3. This section deals with the numbers found in OPS, on the individual employee's document and internal management of identical additional positions. It is an important internal control for position management.
- 3a. OPS Job Code: This number is generated by the OPS System and is linked with the MClass system. This block will be completed by the Post HR Office for existing positions or by checking on MClass for new positions once positions are classified.
- 3b. Post Job Number: This column should contain the OPS assigned position number or post position number recorded in MClass.
- 3c. Please indicate if the classification will be assigned to multiple (identical additional "IA") positions.
- 3d. Total number of identical positions - Please state the total position numbers that are assigned to the position's MClass record. Identical post job numbers should be listed in this section. If space is insufficient to list all identical post job numbers, please provide details in the organizational chart.
4. Post Position Title - This is used when the official position title in MClass differs from the more common title found in the host country. If there is no position working title, please leave this blank. The position working title will also appear in OPS.
5. Reason for Submission - please select the appropriate reason for submission. Please provide additional information when prompted.
6. Organizational Design - listing the office, section, and unit where the position is located.
7. Certifications/Signatures - Since this document is used for regulatory purposes relating to the payment of public funds, each stakeholder is required to acknowledge or certify, and sign.
8. Classification Action and Certification - This is completed by the RCC annotating the Official Title, Job Series and Grade of the position. The date is the date that the position was either approved or recertified in the MClass system. When there is a formal appeal of the classification performed by the RCC, the final decision from GTM/OE and/or USAID will be annotated here with name/initials.
- 8c. PD Recertification - Post to provide reason (e.g., PD is more than 5 years but still valid, or some changes reflected in the PD are not significant for reclassification). RCC provides the recertification official and date upon updating/uploading the revised PD in the MClass.
9. Position Description Review - This section documents the local reviews/updates performed at the Post level that are not sent to the RCCs. Refer to the most updated policy aid or contact respective RCC for additional clarification on minor changes at Post Any change to a PD must be reviewed by the employee, supervisor and Management Official (see 7 for explanation for Management Official).
10. Job Overview - This is a brief statement explaining the overall purpose of the position. This statement will appear in the vacancy announcement when the position is advertised. It should be concise, no more than 2 paragraphs, and be in plain language that can easily be understood by internal and external applicants.
- 10a. Direct Supervisor of Position: This a brief statement explaining who the direct supervisor of the position is; the level of oversight that will be used and how the work will be reviewed.





## INTERAGENCY OVERSEAS EMPLOYEE POSITION DESCRIPTION INSTRUCTIONS FOR COMPLETION

- 10b. Position directly supervises - When applicable, provide a brief statement regarding whom the position will supervise. Please explain how that will be done. For example, will provide daily guidance, approve/disapprove leave, take part in hiring decisions; provide recommendations to disciplinary actions, counsel employees and be the rater for performance reviews.
- 10c. Authority to obligate funds. If the position will have the authority to obligate funds, please select yes. If not, select no.
- 10d. No choice is needed here for LE Staff position as a local security certification is the default security access requirement for LE Staff position. If there is a reason requiring a higher security access determination, please consult with the Post Regional Security Officer and the Office Personnel Management's Position Designation Automated Tool (PDT), and subsequently indicate the appropriate level required by selecting one of the drop-down options.
11. Major Duties and Responsibilities. Do not enter the phrase "see attached" and do not attach any documents. Similar to the PDF or Word version of this form, the space will expand. When using the My Data form, begin typing here. When printing, check the box "print addendum" on the print screen so that all the data entered will print as an addendum.

Describe the regular and recurring work that will be required of the incumbent. Include duties that are performed 10% or more of the total work time (i.e., 4 or more hours per week). Start with the most important requirement or the largest percentage of time. Please group similar duties together. For each duty or group of tasks, describe the work to be performed, including methodologies and technologies.

**For all agencies except USAID:** The following statement should be included on every PD, at the end of Section 11, to address the issue of "other duties as assigned". No percentage of time is allocated to this statement.

*Note: "This position description in no way states or implies that these are the only duties to be performed by incumbent. Incumbent will be required to perform other duties as assigned by the agency."*

**Minimum Qualification Requirements:** These requirements must reflect the minimum knowledge, skills and abilities (KSAs) required to successfully fulfill the duties at the full performance level. These will not necessarily be the KSAs of the current or previous incumbent. All requirements must state "is required" or "must." The words "desired" or "preferred" are not to be used.

Some of the categories are split into pre-hire and post-hire levels. Pre-hire levels are those KSAs that the applicant is expected to already have before coming to work for the US government. Post-hire levels take into account the knowledge, skills and abilities that can only be obtained after being hired. Both pre-hire and post-hire levels are used during classification; however, only pre-hire levels are used during recruitment.

12. Knowledge is the theoretical or practical understanding of a subject, which includes the necessary information, subjects, and topics that should be known to successfully fulfill the duties.
- 12a. Pre-hire (Operational): This covers knowledge of the external environment or standard practices in the host country. This may be political, legal, occupational safety practices, accounting standards, building practices, and/or the business environment.
- 12b. Post hire (Organizational): This covers knowledge of US government workings and structure. Consider requirements to understand internal procedures, agency and USG regulations, policy, purpose of organization and its staff.



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13. Education: List the minimum education level required for effective performance. For post-secondary education (i.e., university degree, master's degree and PhD), you must list a field of study that is directly related to the duties and responsibilities of the position. No more than five specific fields of study should be listed
14. Licensing/Certifications/Training: This is the mandatory licensing, certifications or training that is required to reach effective performance within a reasonable period of time. Some licensing or certification are required at the point of hire, such as valid driver license, technical or specialist certification (technical, medical), others would be obtained during employment such as Overseas Personnel System training, Smith System Safe Driver training, Contracting Officer's Representative training, Grants Officer Representative training, basic consular training. Do not include training that is required of all employees, such as new employee orientation, cybersecurity, etc.
15. Work Experience: What experience does the incumbent need to successfully perform the duties and responsibilities of the position? State the minimum amount of time in months or years required. Do not cite a range of years (3-5 years of experience) or use progressive experience. Instead, list the minimum number of months or years (e.g., minimum of 6 months experience, or minimum of 4 years of experience.).
- 15a. Nonsupervisory: Please list the minimum experience needed to effectively perform the non-supervisory duties and responsibilities of the position.
- 15b. Supervisory: List the amount and type of previous supervisory experience required to successfully perform the supervisory duties of the position. The supervisory experience should be part of the total years of experience such as minimum four years of experience, of which at least one year is in supervisory role. Please note that if a position supervises less than three employees, best practice is not to require supervisory experience in order not to exclude first time supervisors.
16. Language Proficiency: Indicate the degree of proficiency in a language or languages required for performance of the duties of the position. State the minimum level for reading, speaking, and writing. The proficiency should be consistent with the communication requirements needed to perform the duties and responsibilities of the position." See OE policy "Pre-Employment English Language and Other Testing".
17. Pre-hire Skills and Abilities: List skills & abilities that a candidate needs to have to be hired into the position, e.g., interview for HR Recruiter, presentation & public speaking for trainer, counseling for supervisor, drafting building plans for architect, interpersonal for CLO, etc.
18. Post-hire Skills and Abilities: List any additional skills and abilities that can be built during employment, e.g., data analysis, communication with diverse audiences, federal fund management, etc.
19. Special Work Environment or Conditions: Use this space if the position is subject to a special work environment or conditions, such as if the position is required to travel significantly (25% or more), or if position is expected to be on-call/standby. All special work environment or conditions must be consistent with local law.
20. Post PD Review Notes. FOR HR USE ONLY. Please use the space to annotate changes made to the PD during Post PD Review.

**Full Performance Level:** Below is a guideline for the typical period of time a new employee would need to reach full performance level. This should not be confused with a training grade or the probationary period.

Grades 1-3 – Three months  
Grades 4-6 – Six months  
Grades 7-9 – Nine months  
Grades 10-12 – One year